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appearing under the caption: "Causes of Failure in Administration." This innovation, shocking as it is to the sensibilities of those who know their Aristotle on the old lines, is nevertheless quite justifiable. For what Professor Loos says is strictly true: "These causes of revolution as sketched by Aristotle are . . . chiefly, though not exclusively administrative."

It is unfortunate that the proof reading should have contributed much to obscure the thought of both the Greeks and the American. One can easily see that the suspiciously modern "Horner," whom Aristotle is made to quote (p. 122), is merely the printer's version of "Homer;" but it is not so easy to understand what is meant by this sentence on the same page: "That man is a political animal that is a social animal in a fuller sense than any tree or gregarious animal is evident from another line of reasoning . . . ;" and "seditious and political resolutions" (p. 115) is a dangerously plausible substitute for "seditions and political revolutions." There are very many similar errors in the book.

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Colonial Civil Service. By A. LAWRENCE LOWELL. With an Account of the East India College at Haileybury, 1806-1857. By H. MORSE STEPHENS. Pp. 346. Price, \$1.50. New York: The Macmillan Company, 1900.

Professor Lowell has given us a most interesting and timely discussion of the methods of choosing and training colonial officials in England, Holland and France. We Americans are not inclined, as a rule, to seek political instruction from other countries, but the colonial question, or rather the colonial questions, are so new to us and the experience of other countries along these lines so interesting, that Professor Lowell's work may be read with profit by all those who are anxious to see an efficient administration established in our new territories. In his introduction the author dwells at considerable length upon the necessity for a special and distinct colonial service, separate from the home organization. The qualifications necessary for a civil service in tropical or Asiatic colonies are, he declares, quite different from those required for the home service. In the colonies special training is required; familiarity with the language, the customs and habits of thought of the people and the peculiar economic and social conditions of the country are necessary. ". . . Oriental and Western civilizations are so different that years must pass before an official becomes thoroughly efficient; and no man of parts will undertake those years of preparation if he is liable to be thrown back on the

world to start life all over again after he has proved himself a valuable public servant. The colonial civil service must therefore be a lifelong career." The author takes up in succession the countries named above and describes in some detail the preparation required of candidates for the colonial service in each country.

The English entrance examinations for all higher branches of the service are about the same. Some distinction is made between different divisions of the service, for example, the Indian service, the Oriental service, etc., but the qualifications are substantially similar. There is an open competitive examination held in August at London by the Civil Service Commission. Candidates are given a wide choice of the subjects in which they shall be examined, a certain relative weight or importance attaching to each subject. The subjects which may be chosen are *not* those which bear upon the work of the office to be filled but those which possess a general educational value. The English consider it essential that the civil official in the colonies should be a "gentleman." It is also sought to attract university graduates. In these respects the English civil service examinations are distinctive. The American reader of Professor Lowell's book will be especially struck by the fact that the English do not place emphasis upon those examination subjects which in America would be called "practical." Among the most important studies covered by the examination are English Composition, Sanskrit, Arabic, Greek, Latin, English Literature, French, German, Mathematics (Elementary and Advanced), Natural Science, History, Political Economy, Political Science, Roman Law and English Law. The papers are severely marked and an average of 66 per cent is considered quite high. It is important to note that the number of natives applying for the East Indian examinations is exceedingly small. On an average only four or five per year pass the examinations. Those candidates who have been successful in the examination then enter upon a year of probation, usually in England. During this time they begin the special and practical preparation for their particular duties in the colonies. The government makes an appropriation of £100 to those candidates who spend the probationary period at one of the British universities. The universities on their part give special attention to the training of these probationers. At the end of a year the final examination is held, which covers the following subjects:

COMPULSORY.

1. The Indian Penal Code and Criminal Procedure Code.
2. The Principal Vernacular Language of the Province to which the Candidate is Assigned.
3. The Indian Evidence Act and the Indian Contract Act.

OPTIONAL.

(Not more than two of the following subjects, of which one must be either the Code of Civil Procedure or Hindu and Mohammedan Law. Candidates offering one subject only are restricted to a choice between the two Law subjects specified.)

1. The Code of Civil Procedure.
2. Hindu and Mohammedan Law.
3. Sanskrit.
4. Arabic.
5. Persian.
6. History of British India.
7. Chinese (for candidates assigned to the Province of Burma only).

After this training candidates are definitely appointed to the district and begin a practical apprenticeship in the actual duties of their respective offices. The officials thus chosen make up the higher but not the highest grades of the service. The lower ranks are usually left to natives while the highest positions are political appointments.

In addition to the above there is a special training for certain special branches of the service, for example, forestry, engineering, post and telegraph service, etc. The outline given above applies with slight modifications to the Indian service, the Eastern Cadets, including the service in the Strait settlements, Ceylon, Malay Peninsula, etc. These are the only branches of the colonial service recruited by open competition. The self-governing colonies—Canada, Cape Colony, Australia—appoint their own officials, according to their own regulations. In the Crown colonies the extent of the service is not great enough to warrant separate regulations, and in some cases, for example, in the West Indies natives fill the positions, while in Africa the British possessions are mostly protectorates or are ruled by chartered companies.

In Holland the general service is divided into two main branches, executive and judicial. The executive officials are prepared at the East Indian School at Delft, the judicial officers at the University of Leyden. The Dutch training differs from the English in being considerably more specialized. Nominally, the colonial examinations are open to all, but in practice only those who have prepared at the schools named above can pass the examination. The examinations are quite practical in character. Instead of giving a general examination upon a wide series of subjects before the commencement of special training for the office, the Dutch place this examination after the training. The result is unsatisfactory, according to Professor Lowell, and a Dutch commission, which was recently appointed to investigate methods of training for the colonial service, has reported in favor of what is virtually the English system. As in England, so in Holland,

special branches of the service of a technical nature are recruited by means of special examinations. The system outlined above applies only to the Dutch East Indies, the other Dutch colonies being comparatively insignificant.

In France admission to the colonial school is determined by competitive examination. There is a preparatory course of one year leading to this entrance examination, while the course in the school itself is two years in length, making a total of three years. The school is divided into sections with different courses, according to the colonies for whose service the student is preparing. Owing to the exigencies of French politics the school furnishes only a part of the colonial officials of the country. The proportion which it furnishes has been in some cases fixed by decree. Unfortunately the French methods have not been in operation for a sufficiently long time to permit of a decision on their practical value.

The author concludes his work with a discussion of the needs of the United States in establishing a colonial civil service. He is convinced that the experience of Holland and England shows: "First, that the men selected for the service should have a high general education, in fact as high a general education as it is possible to give; second, that the selection should not be based in any way upon the special preparation of the candidates for the colonial work, but should be made before that special preparation takes place; and third, that a great deal of special preparation is not needed before the selected candidates are sent to the East to begin their active apprenticeship upon the spot."

The English system, the author adds, cannot be adopted here, because of the widespread aversion to preserving positions for college graduates. Professor Lowell, therefore, advocates the establishment of a special colonial school, under government control, with a four-year course of instruction leading directly to a colonial appointment.

As an appendix to the work, Professor Morse Stephens has written a description of the East Indian College at Haileybury, which formerly trained candidates for the service of the East Indian Company. Professor Lowell's conclusions are in the main favorable to the establishment of such a college. He says that the chief advantages of such a college as Haileybury "are not so much in the actual instruction afforded, as in the association together of young men intended for a career in common, in which they specially need the traditions of a noble service, while laboring side by side for the promotion of the welfare of the peoples of the East."

Professor Lowell's conclusions will be accepted by most Americans in view of the peculiar difficulties encountered by civil service officials

engaged in colonial administration. The appointments to the American colonial service thus far have fortunately been of such a character as to start our colonial enterprises under the most favorable conditions, but after military control of our possessions is withdrawn it will be necessary to establish some permanent system of training for this peculiar branch of the civil service. It is hard to see how even the most violent opponents of the civil service system can be opposed to such special training as that given at West Point and at Annapolis, and, if it be granted that the government of colonies presents peculiar questions for solution by the government official, it must also be admitted that special qualifications should be required for appointment to this branch of the government service also. Professor Lowell's contention, briefly summarized, is that these special qualifications can only be acquired as a result of long training, and that this training can be most readily given in a special school. The entrance examinations at West Point and Annapolis cover mainly those subjects which are of a general educational rather than an immediate practical value, so that a similar character might well be given the examinations for entrance to the Colonial School.

JAMES T. YOUNG.

Supplement to the Nouveau Dictionnaire de Géographie Universelle.
2 vols. Price 44f. Librairie Hachette et Cie. Paris, 1900.

The International Geography. By Seventy Authors, with 488 illustrations. Edited by HUGH ROBERT MILL, D. Sc. Pp. xx, 1088. Price, \$3.50. New York: D. Appleton & Co., 1900.

The supplement to the "Nouveau Dictionnaire de Géographie Universelle" is now complete, and the publishers have brought to a successful termination the monumental task which they began a score of years ago. In 1894, the seventh and last volume of the main body of the work was published, the first volume having appeared nearly a decade earlier. The main features and importance of the dictionary were noticed in the review published in the ANNALS, Volume VIII, pages 188-190.

It had taken so many years to bring out the main body of the work that the publishers felt it necessary, immediately upon the completion of the seven volumes, to begin the preparation of the supplement. When they undertook the supplement it was supposed by them that the material for it could be kept within the limits of a single large volume, and that this volume could be finished within two years. However, as the work on the supplement progressed, it was found that two large volumes would be required, and it was not until 1900 that these two volumes were completed. This delay of four years in the completion of the supplement has been an advantage rather than